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ABSTRACT

Characteristics of the entry-level job market in lower Manhattan, or "Downtown," for new high school graduates were assessed. Questionnaire-guided interviews with representatives of principal industries and occupations were conducted within five major employment groups: banking, insurance, securities, communications and transportation, and government. The study covered about 10 percent of jobs, or 108,000 positions, and of the total, 64 percent (mainly in insurance, banking and securities) did not require college degrees. Respondents indicated that: work experience during high school was important; generous tuition benefits were often available for employees' higher education; it was not feasible to hold regular classes on business premises; and a high proportion of entry-level jobs do not require typing skills. Interest was shown in greater development of word processing and basic electronic data processing skills, and many opportunities were available for male high school graduates. Overall, no major changes were revealed in the job market that would require training for new kinds of careers, although a gradual growth was noted. Instruments used to assess employment market demand and employer's resources and needs and a list of employer developed courses are appended. (MDW)

JAN 16 1975

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An Assessment of Employment Opportunities

For High School Graduates

In Downtown Manhattan

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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A study to aid the planning of a new commercial high school, including assessment of certain community resources likely to be available to the school.

Advisory to: New York City Board of Education

Sponsored by: Downtown Lower Manhattan Association

Conducted by: Donald E. Barnes

Assisted by: Patricia Seabrook and Rita Senf

June, 1974

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C O N T E N T S

	<u>Page</u>
1.0 <u>Purposes</u>	1
2.0 <u>General Questions</u>	1
3.0 <u>Caveat</u>	1, 2
4.0 <u>Methods</u>	2
4.1 Sample	2
Table 1	3
Table 2	4
4.2 Respondents	4
4.3 Instruments and Interviews	5
4.4 Data Analysis	5
5.0 <u>Findings: Employment Opportunities</u>	5
5.1 Representatives	5
5.2 General Questions - <u>Reprise</u>	5
Table 3	6
5.3 Additional Comments on Career Options	7
5.4 Importance of Work Experience	8
5.5 Availability of Tuition Aid for Higher Education	8
6.0 <u>Findings: Community Resources</u>	8
6.1 Representativeness	8
6.2 Readiness to Cooperate	8, 9
6.3 Curriculum Resources	9
6.4 Training Facilities and Equipment	10
7.0 <u>Summary</u>	10
8.0 <u>Appendix</u>	11

To the students and staff as yet
unidentified, of a high school
still unnamed, who will face
together a future unknown.

1.0 Purposes

A new commercial high school is under construction in lower Manhattan, near the Brooklyn Bridge, and its doors will open to students from all parts of the city, according to present schedule, in September, 1975.

Canal Street to the Battery--"Downtown" for purposes of this study--makes an interesting and clearly unique neighborhood for an American commercial high school. One square mile of land: its banks and trust companies, securities houses and stock exchanges, insurance firms, shipping industry, and export-import trading, make this small area a world center for finance and commerce. Housed there also are the government of the City of New York, and many Federal and New York State agencies, including New York Port Authority. This is where New York had its small beginnings, and where in the last two decades it has enjoyed its most spectacular growth in new and modernized buildings and people employed in office jobs.

Thus, Downtown community groups and institutions have been encouraged to provide counsel and to share with the New York City Board of Education in some of the planning tasks for the new high school. Recently, an urgent need appeared for information that might aid the Board in making certain decisions on curriculum and facilities design for the school. In response to a request for help in obtaining that information, the Downtown Lower Manhattan Association commissioned the present study.

2.0 General Questions

The Board's representatives hoped that this study might answer several questions, as follows: What are the main characteristics of the job market for new high school graduates in the Downtown area? What are the chief entry-level job-groups? Are there important changes happening in the Downtown employment scene, and if so, what are the general directions of change? For example, are there trends toward new kinds of entry-level jobs leading toward new kinds of careers? If so, what specific skills should a high school try to impart in preparing students for such new careers?

It was asked, also, whether young men just out of high school can expect as many opportunities in officework as young women. Indeed, what are reasonable ambitions for high school graduates entering officework jobs Downtown? Can they expect to find more than a few career paths available to them?

And finally, there was a need to know what kinds of community resources might be available to the school, as an aid both to its early planning and to its continuing development and operation.

3.0 Caveat

This study, then, addressed the general questions above, and although interesting and possibly useful responses to other questions also were found along the way, no attempts were made to go beyond the immediate, intended purposes of the inquiry. New manpower data, for example, as related to growth prospects of industries Downtown, were not developed. The surveys conducted were in no sense exhaustive.

3.0 Caveat (cont'd.)

Nonetheless, the data for the study were assembled and processed according to professional procedures and standards for investigations of this kind; the findings deserve credence; and the study, on the whole, seems to have accomplished its purposes.

4.0 Methods

The main technique employed for gathering data in the study was questionnaire-guided interviews of selected officials in a group of organizations which were selected, in turn, as being reasonably representative of the principal industries and occupations in the Downtown area. These procedures necessitated initial assembly of data, therefore, as the basis for drawing a sample of organizations, which, taken as a group, would tend to represent the experience, policies and practices occurring in many organizations and in the lives and jobs of more than 450,000 persons currently employed in the Downtown area.

4.1 Sample

Workforce numbers for the Downtown area in recent years have been hard to pin down and even harder to forecast. A 1963 estimate by the (then) new Downtown Lower Manhattan Association predicted that jobs in the area would total 475,000 by 1983.⁽¹⁾ At the time it was a bold forecast.

By 1972, however, in less than a decade, the total had reached 461,000, and revised projections indicated 555,000 jobs ("minimum total") by 1980 and 702,000 (also "minimum") by the year 2000.⁽²⁾ A recent report issued by New York Port Authority estimates 690,000 jobs by 1985.⁽³⁾

The first sampling problem was to identify the main industries and employer groups in the Downtown district and then arrive at a reasonable estimate of the number of persons now working in each of them. Data originating in 1972 and corresponding to those in the table on the next page were obtained:⁽⁴⁾

-
- (1) Annual Report, DLMA, 1963
 - (2) "Potential For Growth," March, 1972, a study by Vollmer Associates (N.Y.) for New York Telephone Company. Among Vollmer's sources were: "Study of Full Time Employment," March, 1965, et seq., N.Y. City Planning Commission; "Employment by Two-Digit S.I.C. Industry and Detailed Areas in Lower Manhattan," N.Y. State Dept. of Labor.
 - (3) Meanwhile, the 1970 U.S. Census estimated that 32,800 persons were living in the area, and Vollmer Associates in 1972 projected a resident population of 93,000 by 1980 and 130,000 by the year 2000.
 - (4) Cf. Vollmer, et al. (2) above.

Table 1

DOWNTOWN INDUSTRIES AND THEIR EMPLOYEES - 1972 (4)

<u>Industry or Employer Group</u>	<u>Per Cent of Total</u>	<u>Number of Employees Downtown (Est.)</u>
Government	15.6	71,000
Banking		
Insurance	41.0	190,000
Securities		
Real Estate		
Transportation		
Communications	11.0	51,000
Public Utilities		
Business Services	10.4	48,000
Manufacturing	5.6	26,000
Wholesale Trade	5.6	26,000
Retail Trade	2.2	10,000
Not Covered	8.6	39,000
Total	100.0	461,000

Earlier studies had developed percentages of total employees Downtown for discrete employer groups, and by applying these to the data in Table 1, it was possible to identify the main industries and the approximate numbers of their employees, and thereby to assure adequate coverage in our sample for each of the five main employer groups.⁽⁵⁾

Specific institutions and agencies then were selected for the sample so as to satisfy our own requirement to "cover" in our interviews at least 10% of all Downtown jobs in each of the five main employer groups. In all cases coverage, in fact, ran well beyond 10%. Our sample provided for interviews with employers responsible for more than 108,000 jobs out of a total of about 460,000 jobs in the Downtown area.

The table that follows shows the actual number of jobs Downtown in the respondent institutions and agencies covered by interviews in this study. Because the survey was focused on high school graduates, we were keenly interested in the approximate number of jobs occupied by people with such educational qualifications, and the table reports on that, also. The high proportion of jobs not requiring a college degree may be an important finding and therefore deserves special note.⁽⁶⁾

(5) Vollmer Associates (NY), 1963: Banking, Insurance, Securities, Communications & Transportation, and Government. Comprised within these main groups are virtually all large employers (over 500 employees) and more than two-thirds of all employees in the Downtown area.

Table 2
SCOPE OF SAMPLE
and
ANALYSIS OF JOBS BY EXTENT OF FORMAL EDUCATION

<u>Employer Group (6)</u>	<u>Total Jobs Downtown of Respondent Employers</u>	<u>Jobs Not Requiring College Degree</u>	
		<u>Number</u>	<u>% of Total</u>
Banking (Both Commercial & Savings)	23,605	18,510	78%
Insurance	9,500	7,600	80%
Securities (Including Commodities, Stock Exchanges, etc.)	12,400	9,250	75%
Communications and Transportation	13,000	9,000	69%
Government	<u>50,000</u>	<u>25,600</u>	<u>51%</u>
Total	<u>108,505</u>	<u>69,960</u>	<u>64%</u>

4.2 Respondents

The qualifications of individuals interviewed in the survey were verified initially by our first telephone calls to senior officials for the organizations in the sample. Each was asked to designate one or more persons in the organization who would be able to respond fully and accurately to questions with respect to: a) personnel and recruiting policies, practices, and statistics; and b) training and management development policies and practices, including liaisons with public schools. Appointments for interviews then were made with the persons designated.

In the question-and-response process of the interviews themselves, further checking of the competence of respondents occurred, though it proved unnecessary. A very high level of cooperation and interest was demonstrated by all persons interviewed, with only two exceptions, and none could be classed as uncooperative.

- (6) Included in Communications and Transportation are New York Port Authority employees, two-thirds of whom were estimated to hold professional status, primarily as engineers. In Government, there were no data for educational attainment of Federal employees and an informal estimate was unavailable. All of the respondent employers have many employees (not shown) in non-Downtown locations. New York Telephone Company, for example, maintains about 95% of its work force at non-Downtown sites.

4.3 Instruments and Interviews

Two interview guides were used, one to collect information relating to employment and the other for information on training resources. A copy of each instrument is included in the Appendix.

A single interviewer (Donald E. Barnes) conducted all interviews which helped to assure uniformity in questioning and recording procedures.

All interviews took place in the offices of the respondents, except two which were conducted by telephone.

4.4 Data Analysis

Dr. Rita Senf of the Institute for Educational Development served as professional consultant.

Survey data were processed by simple hand coding, tally, comparison, extraction and derivation from recorded responses on the face of the instruments used for interviews.

5.0 Findings: Employment Opportunities

- 5.1 As one more check on the representativeness of the sample, we asked each respondent:

"Do you feel that your organization's hiring experience and expectations are reasonably typical of those of your industry or activity in the Downtown area?"

Of those interviewed for this portion of the survey, 13 answered "Yes," and one replied "Somewhat." The latter reply turned out to be a function of size. That organization (Merrill, Lynch) "handles daily receipts and deliveries Downtown comparable to the entire volume of the Kansas City Post Office," and its "printing capacity equals that of The New York Times."

5.2 General Questions - Reprise (See 2.0)

- 5.21 "What are the main characteristics of the job market for new high school graduates in the Downtown area?"

In one respect or another, all of the survey findings respond to this question.

- 5.22 "What are the chief entry-level job-groups?"

Many ways of classifying and naming entry-level jobs were found. Probably the most useful and striking approach is to say that there are two chief groups: those entry-level jobs that require typing skills; and those that do not. It appears to be a significant finding that non-typing positions outnumber those that require typing by more than two to one. This held true for all of the 11 employers and four industry groups who responded. (See Table 3.)

Table 3

ENTRY-LEVEL JOB GROUPS: NUMBERS HIRED (Est.) IN 1973

Employer Group (7)	Total Number Hired by Sample Organizations	Jobs Requiring Typing(8)		Jobs Not Specifically Requiring Typing(9)	
		Number	% of Total	Number	% of Total
Banking	2,177	215	10%	1,962	90%
Insurance	142	45	32%	97	68%
Securities	662	160	24%	502	76%
Government	<u>2,800</u>	<u>800</u>	29%	<u>2,000</u>	71%
Total	5,781	1,220	21%	4,561	79%

5.23 "Are there important changes happening in the Downtown employment scene, and if so, what are the general directions of change?"

All employers (14) responded, and with one exception they expected "gradual growth in number of entry-level positions and no major changes."

One large bank mentioned that scarcity of qualified secretarial candidates probably would result eventually in more Word Processing Centers.

A securities firm noted that computerization of stock certificates could bring on many personnel changes, and a savings bank made a similar observation with respect to broadening of deposit and investment powers in that industry.

5.24 "Are there trends toward new kinds of entry-level jobs leading toward new kinds of careers?"

All 14 respondents answered "No."

Many added comments, however, on expanding and changing career opportunities which are reported hereafter.

-
- (7) A fifth employer-group (Communications & Transportation) was omitted from the Table on account of a substantial and temporary abnormality in the hiring practices of one large company.
- (8) Includes job titles such as Secretary, Steno, Jr. Secretary, Jr. Steno, Typist, Clerk Typist, etc.
- (9) Includes all other entry-level job titles, of which many were identified, such as: General Clerk, Jr. Clerk, Machine Operator, Teller, File Clerk, Accounting Clerk, Data Entry Clerk, Data and Code Clerk, Securities Clerk, Page, Stock Transfer Clerk, Credit Trainee, Computer Production Trainee, Communications Clerk, etc. The title "Clerk" in several cases seems to be a misnomer and its pejorative connotations may be misleading, since many of the entry-level jobs in this category offer attractive career options.

5.25 "If so, what specific skills should a high school try to impart in preparing students for such new careers?"
For reasons of logic and consistency, all respondents again said, "None."
Yet one of the largest employers, a bank, stressed that the most valuable skills for rapid movement up the management ladder are understanding of the general principles of accounting and EDP.
Four other respondents mentioned the value of elementary training in EDP, with specific reference to computer operations, and sub-references to operation of terminals, programming, and "computer production."
Two respondents mentioned MTST (word processing) training. Key-Punch operator was described as a "dying job title" by two informants, yet two others, including U.S. Civil Service, said that demand for operators is growing.

5.26 "Can young men just out of high school expect as many opportunities in officework as young women?"
Apart from directly affirmative answers, the evidence presented in Table 3. (see 5.22) seems to support a resounding "Yes."
There may be some variations in extent of opportunity in different industries, but all employer groups interviewed expressed a strong desire to employ young men in office jobs.

5.27 "Can high school graduates entering officework Downtown expect to find more than a few career paths available to them?"
The answer was a qualified "Yes." There are said to be many career opportunities, indeed, but many entry-level employees appear to be low achievers or to be unmotivated, for whatever combination of reasons.
Most of the respondents indicated that many of their new employees are poorly qualified, even at entry-level.
(See also 5.3.)

5.3 Additional Comments on Career Options

5.31 Two large banks emphasized that supervisory and management opportunities for women are growing rapidly and will continue to expand.

5.32 An insurance company emphasized the extreme diversity of its operations as the basis for "a multitude of career opportunities within the organization."

Diamond mining, space vehicles, and every other form of transport or property, worldwide, were mentioned as routine business concerns for insurance companies. Much the same can be said, of course, concerning the major banks.

- 5.33 Arithmetic skills are closely related to opportunities for advancement, especially in kinds of office jobs that do not necessarily require typing or steno skills, according to several respondents.
- 5.34 Two large employers try to follow a policy of promoting from within their organizations, which they say greatly increases the chances of employees for career advancement.
- 5.35 The findings reported in Table 2. as to high proportions of all jobs Downtown represented by jobs that do not require a college degree suggest a multiplicity of career opportunities for high school graduates.

5.4 Importance of Work Experience

Every respondent mentioned, in one or more contexts, the high value placed by his organization on work experience, as demonstrated by preference at time of employment, higher pay, or more rapid advancement. This finding may have direct implications for the program and curriculum of the new high school.

5.5 Availability of Tuition Aid for Higher Education

Either in interviews or in data gathered by other means, all respondents were found to have generous tuition assistance plans for employees at all levels.(10) Benefits range up to 100% and are available in most cases for both undergraduate and graduate studies. This finding seems to have a strong bearing on career opportunities, through provision for technical and even professional training.

6.0 Findings: Community Resources

6.1 Representativeness

For this portion of the survey a different instrument was used and 13 new individual respondents were interviewed. In all, 15 institutions and agencies participated. Each was asked at the outset whether the training practices and policies of that organization could be considered typical for its industry or activity in the Downtown area.

Every respondent felt that his organization is at least typical (i.e., average). Four indicated, probably with sufficient reason, that their training programs are quite outstanding and well ahead of their competitors. One had recently eliminated entry level training as an economy measure.

6.2 Readiness to Cooperate

- 6.21 When asked whether their organizations would like to participate in the early development of the new high school, all 15 respondents said "Yes" or "Maybe" in the case of one or several kinds of activities.

(10) One respondent made available a comparative study of tuition benefits in 1973 as provided by all major banks and insurance companies in New York City.

6.2 Readiness to Cooperate (cont'd.)

- 6.21 Fourteen answered "Yes" or "Maybe" to cooperative activities described as "Curriculum Advice" and "Course Development." At least four expressed interest in providing "Facilities and Equipment Information," "Instructional Advice, or assistance in "New Student Recruitment."
- 6.22 When asked whether they would be willing to participate in the continuing development and operation of the school, the respondents expressed a similarly cordial interest and readiness.
- Thirteen said "Yes" or "Maybe" to "Career Guidance Assistance in course/unit format" and to "Orientation to Business or Government." Twelve answered likewise to "Regular exchange of information with school staff," and nine to "Instructions to assist school staff in special courses."
- 6.23 A majority of the respondents suggested continuing education courses which they felt some of their employees would like to take at a convenient hour at the new high school.

6.3 Curriculum Resources

The respondents were asked whether their organizations possess fully developed training programs, courses, or units which might have value in the school's curriculum.

Several of the organizations were known to operate accredited schools and to conduct training programs jointly with CUNY, NYU and Pace University.

Hence, it was not surprising that all except two replied "Yes" or "Maybe" and the latter response seemed only to indicate puzzlement as to the extent of value that a school might assign to curriculum developed under business auspices.

A wealth of courses and materials was revealed (See Appendix.) The sample group alone suggested more than 40 courses, few of which are now offered in public high schools. Fuller exploration on the part of the new school is advisable.

A later question revealed that all of the 13 organizations which have developed possibly useful course materials will be pleased to provide access to such materials for the school and for representatives of the Board of Education.

Since 14 organizations indicated willingness to help with "Course Development" (6.21 above), it seems likely that cooperation with respect to curriculum resources in the community might extend well beyond exchanges of information and forwarding of course materials, and might include assistance to the school staff in preparation for new courses.

6.4 Training Facilities and Equipment

It appears that none of the 15 organizations in the sample group have training facilities or equipment which in their opinion would be useful or for that matter available to the school.

There were many reasons for this. Facilities consist mostly of ordinary classrooms and tend to be intensively used. Equipment tends to be not really portable or in distant locations.

This finding seems to have importance for school planning. Although previous findings clearly demonstrate the readiness of community organizations to bring resources of many kinds to the school's premises and to cooperate with the school in many other respects, it does not appear feasible at this time to arrange for regular group instruction of students at the premises of community organizations.

7.0 Summary

Recently the New York City Board of Education asked for assistance in obtaining information for the planning of a new commercial high school, now under construction near the western approach to the Brooklyn Bridge. The Downtown Lower Manhattan Association responded by commissioning the present study.

The purposes of the study were to assess employment opportunities for high school graduates in the area from Canal Street to the Battery ("Downtown"), and also to assess community resources that might be available to the new school.

Organizations were selected as being reasonably representative of five main employer groups: Banking, Insurance, Securities, Transportation & Communications, and Government (City, State and Federal). Well qualified executives in the selected organizations were interviewed for responses to questions contained in two instruments which had been prepared in accordance with the needs of the Board of Education for information.

The study yields a substantial amount of previously unknown information bearing upon plans for the new school and perhaps upon the programs of other high schools in New York City and in other metropolitan centers. Notable among the findings are: evidence of the importance of work experience gained during high school years; widespread availability of generous tuition benefits to finance the higher education of employees; a wealth of curriculum resources in the business community; a pronounced lack of feasibility in trying to provide regular group instruction for students at the premises of nearby business and government organizations; surprisingly high proportions of entry-level office jobs (2-to-1) that do not require typing skills; and the many career opportunities in office work for young men as they graduate from high school.

The reader can quickly review the findings in full as reported in Sections 5.0 and 6.0 of this report.

8.0 Appendix

8.1 Instruments:

- I. Assessment of Downtown Employment Market Demand
- II. Assessment of Downtown Employers' Resources and Needs

8.2 Training programs, courses or unity developed by employer organizations and believed to have potential value for high school students.

5/74 DEB-PS

I. ASSESSMENT OF DOWNTOWN EMPLOYMENT MARKET DEMAND

Interview Guide

For a survey of employer representatives familiar with personnel practices in a group of organizations tending to be representative of the main occupations in the Downtown area. Conducted for Downtown Lower Manhattan Association in May, 1974, by Donald E. Barnes (consultant) and Mrs. Patricia Seabrook (NYC Board of Education). This survey will aid in planning of a new commercial high school to be located near the west approach to Brooklyn Bridge. Purpose: to gather information that will help to make curriculum, instructional procedures, facilities, and equipment responsive to the realities of the entry-level job market in the Downtown area, and to optimize career preparation and opportunities for students.

1.0 Identification of Respondent(s)

1.1 Kind of Employer or Industry _____

1.2 Name of Organization or Company _____

1.3 Respondent(s):

(Name(s))

Title(s)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1.4 Number of Employees in Downtown area _____

1.5 Number of Downtown Employees Without College Degree _____

1.6 Do you feel that your organization's hiring experience and expectations are reasonably typical of those of your industry or activity in the Downtown area?

Yes _____ No _____ Somewhat _____ Don't Know _____

Comment:

2.0 Downtown Job Market - Main Aspects

2

We are primarily interested in high school graduates and entry-level job-groups, such as Stenos and Bookkeepers. It would help to know something about the hiring experience of your organization during the last three years.

2.1 What are the main entry-level job-groups which you have been hiring for?

<u>Rank</u> (see 2.2)	<u>Job Group</u>	(Approximate) Numbers		
		<u>Hired by Years</u>		
		<u>'73</u>	<u>'72</u>	<u>'71</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Comment:

2.2 It would also help to know something about pay-levels for the job-groups you have just named. Could you please let us know the approximate rank (1 for highest) for starting salaries of each of the job-groups above? (see 2.1)

2.3 Of course it's important to try to guess the future also, at least for the next few years. What are the main entry-level job groups which you expect to be hiring for, say--in 1974, 1977 and 1980?

<u>Job Group</u>	(Approximate) Numbers		
	<u>Hired by Years</u>		
	<u>'74</u>	<u>'77</u>	<u>'80</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Comment:

3.0 Downtown Job Market - New or Unusual Career Opportunities for High School Graduates

We are naturally interested in new kinds of jobs and new career directions for which high school graduates might qualify.

3.1 Does your organisation offer any new or unusual career paths for which you have been hiring increasing numbers of employees at entry-level during the last three years?

Yes _____ No _____

3.2 If Yes, describe, please:

(Approximate)
Number

Rank (see 3.3)	Entry Job	Career Description	Hired by Years		
			'71	'72	'73

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Comment:

3.3 For the jobs you have just named, would you please give approximate rank (1 for highest) for starting salaries of entry-jobs above?
(see 3.2)

3.4 To help students prepare for new types of jobs and careers, it is important to us to know what specific skills your organisation feels are necessary to qualify applicants at entry-level. Would you please name any skills which might help high school graduates in their preparation for the new kinds of jobs and careers that you listed (in 3.2) above?

Entry Job

Skills

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Comment:

3.5 Over the last three years have there been any entry-level jobs for which your organisation has had difficulties in finding enough qualified applicants?

Yes _____ No _____

3.6 (If Yes) What are these jobs?

Approximate Number of
Positions Available by Years

<u>Job Entry</u>	<u>'71</u>	<u>'72</u>	<u>'73</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Comments:

II.

ASSESSMENT OF DOWNTOWN EMPLOYERS' RESOURCES AND NEEDS

INTERVIEW GUIDE

For a survey of employer representatives familiar with training and management development practices and policies in a group of organizations tending to be representative of the main occupational groups in the Downtown Lower Manhattan Association in May, 1974, by Donald E. Barnes (consultant) and Mrs. Patricia Seabrook (N.Y.C. Board of Education). The survey will aid in planning of a new commercial high school to be located near the west approach to the Brooklyn Bridge. Purposes: To gather information that will aid in utilization of training courses, facilities, techniques and personnel that may be available to the school in employer organizations; to explore opportunities for the school to provide efficient educational services to the Downtown community and to interested students throughout the city; to initiate relationships and ideas that may lead to joint development efforts toward new courses, new instructional modes, and a free, two-way flow of information and experience; and to optimize career preparation and opportunities for students.

1.0 Identification of Respondents

1.1 Kind of employer or industry _____

1.2 Name of organization or company _____

1.3 Respondents:

Name(s)

Title(s)

1.4 Do you feel that your organization's training and management development practices and policies are reasonably typical of those in your industry or activity in the Downtown area?

Yes _____ No _____ Somewhat _____ Don't Know _____

Comment:

2.0 Educational Services and Opportunities for Participation which the School Might Provide to the Downtown Community

2.1 What training programs do your employees need which are not now available to them and which you believe the public schools should offer?

<u>Program or Course</u>	<u>Approximate No. Persons per Yr.</u>	<u>Suggested School Hours</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comment:

2.2 We are interested in learning what kinds of participation or voice your organization would like to have in the early development of the school. Do you think your organization would like to take part in any of the activities below?

<u>Participation</u>	<u>Yes</u>	<u>No</u>	<u>Maybe</u>	<u>Contact Person</u>
Planning Advice	_____	_____	_____	_____
Curriculum Advice	_____	_____	_____	_____
Course Development	_____	_____	_____	_____
New Student Recruitment	_____	_____	_____	_____
Facilities and Equipment Information	_____	_____	_____	_____
Instructional Advice	_____	_____	_____	_____
Other:	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Comment:

- 2.3 Your organization might like to take part in the continuing development and operation of the school. Do you think any of the following activities would interest your organization?

	<u>Yes</u>	<u>No</u>	<u>Maybe</u>	<u>Contact Person</u>
Career Guidance Assistance in course/unit format	_____	_____	_____	_____
Orientation to Business in course/unit format	_____	_____	_____	_____
Regular exchange of information with school staff	_____	_____	_____	_____
Instructors to assist school staff in special courses	_____	_____	_____	_____
Cost-Effectiveness Analysis	_____	_____	_____	_____
Other Evaluation Assistance	_____	_____	_____	_____
High School Internships	_____	_____	_____	_____
Other:				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Comment:

.0 Educational Services and Facilities Which the Downtown Community Might Provide to the School

- 3.1 We are looking for new curriculum which will help to expand career opportunities for students. Does your organization have fully developed training programs, courses, or units which might have value in the school's curriculum?

Yes _____ No _____ Maybe _____

(Item continued on next page)

3.2 (If yes) Please describe:

<u>Program, Course or Unit</u>	<u>Number of Hours</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Comment:

3.3 May we have a copy of materials for each of those (in 3.2) now, or soon?

Yes _____ No _____ Maybe _____

3.4 We recognize the importance of careful planning and follow through when schools and employers cooperate. Assuming that kind of cooperation, does your organization have any special training facilities which you feel might be useful and which might be available to the school?

Yes _____ No _____ Maybe _____

Comment: (If yes, describe)

3.5 Same question as 3.4: Any special training equipment?

Yes _____ No _____ Maybe _____

Comment: (If yes, describe)

3.6 (If Yes to either 3.4 or 3.5 or both) How can the school begin exploring these possibilities with your staff?

Date

Contact Person

3.7 Will you please notify Contact Person?

Yes _____ No _____

8.2 Training Programs, Courses, or Units Developed by
Employer Organizations and Believed to have
Potential Value for High School Students (11)

"The Credit Game" and other Consumer Education Units
Teller Training Course
Introduction to Supervision
English for the Foreign Educated, I and II
Business Speaking Fundamentals
Business Conference Speech
Business Writing
Commercial Bank Organization
Economic Principles, I and II
Human Factors in Banking
Orientation for Clerical Employees of Banks
Orientation for Executive Trainees of Banks
Insurance Rating
Supervisory Management
Orientation to New York Stock Exchange
Work of the Securities Industry
Listening Skills (Programmed)
Making the Computer Work for Management (Programmed)
Finance and Accounting for Nonfinancial Management (Programmed)
What Managers Do (Programmed)
Introduction to the Securities Industry
Introduction to Accounting
Electronic Data Processing
Communications and Media
Business Uses of the Telephone
Phone Power
PMI - English
PMI - Reading and Vocabulary
PMI - Mathematics
Transactional Analysis
Personal Hygiene
Effective Presentations (VTR Lab.)
Language Courses (Gattegno Method)
Customs Entry Clerk Course
Office Practices and Procedures
Computer Operations
Management and Supervision

(11) Prepared from responses of organizations in sample group only,
hence the list is incomplete and opinion-based.